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ABSTRACT

This report summarizes the orientation meetings and the planning review sessions held with members of all the Oregon College of Education coalition constituencies. Three separate orientation meetings were held, one with staff and administrators from the public schools, one with staff and administrators from the college as a whole, and one with students majoring in elementary education. A series of meetings was also held with the faculty of the Department of Education and Psychology. The purpose was to familiarize participants with the basic characteristics of the program and the terminology used, to obtain corrective feedback on the work already done, and to prepare for the planning exercises. The planning exercises were intended to further clarify the program and to verify commitment to it, and to arrive at a collective judgment on its feasibility for the OCE coalition. The first session provided additional information on the program, obtained further feedback, and developed a general plan for the first year of implementation. The second session analyzed the 5-year plan and submitted findings and recommendations. A collective judgment was obtained by all those who would ultimately be affected by the project that the further development and implementation of the program was both feasible and desirable. Related documents are SP 004 165 to SP 004 166. (MEM)

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APPENDIX J

A SUMMARY OF ORIENTATION MEETINGS AND PLANNING EXERCISES CONDUCTED WITHIN THE OCE COALITION

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By specifying that the program proposed at OCE be implemented and operated within the framework of a broadly based Coalition it was essential that each member of the Coalition be provided with the opportunity to a) participate in the definition of the program; b) develop a thorough understanding of its implications; and c) share equally in decisions relative to the feasibility of its implementation. Toward this end three basic strategies were followed:

1) representatives from the public schools and the OCE student body joined with members of the faculty from OCE and Teaching Research to develop an initial design for the program;

2) upon completion of the initial statement open meetings were held with the membership of all Coalition constituencies; and

3) after independent review by each constituency the proposed program and the five-year plan for its implementation were reviewed by representatives from all constituencies combined. These latter review sessions were labeled Coalition Planning Exercises.

The first step has been reviewed in Chapter 2. The second and third steps are reviewed below.

Orientation Meetings

During the fall months of 1969, OCE held three separate orientation meetings for members of the Coalition: one with staff and administrators from the public schools, one with staff and administration from the college as a whole, and one with students majoring in elementary education. In addition a series of orientation meetings was held with the faculty of the Department of Education and Psychology. The immediate purpose of all of these meetings was simply to familiarize the members of the various constituencies within the Coalition with the basic characteristics of the proposed program, the terminology used to describe it and some of the implications of the their being a part of it. The long range purpose was to obtain corrective feedback on the work that had been done and to prepare those in attendance for the planning exercises that were to come. Approximately 75 people participated in the meeting with the public schools, 50 in the meeting with the college faculty as a whole and 35 in the meeting with the students. Each meeting was scheduled for a two hour period and lasted three.

Planning Exercises

Subsequent to the orientation meetings OCE conducted a series of two planning exercises that involved the combined representation from all constituencies within the Coalition. The objectives of the exercises were two: 1) to clarify further the nature of the proposed program and to verify commitment to it, and 2) to arrive at some form of collective judgment as to the feasibility of implementing the program within the content of the OCE Coalition. The latter judgment centered around the five-year plan of implementation. These exercises involved essentially the same persons that were involved in the orientation meetings. Each required an afternoon and an evening (8 hours) to carry out. A complete listing of CPX participants appears in the Acknowledgments.

While both planning exercises were conducted at OCE, involved the same participants, and utilized a similar format, each session had its unique purposes. CPX I was designated to further acquaint the Coalition members with the general structure of the proposed program, obtain further feedback as to needed changes in its design and to verify commitment to it. Review and planning took place within "teams" made up of representatives of each constituency within the Coalition. The recommendations that derived from each working team were reviewed at the end of the session by a team of "reality demons" consisting largely of college and school administrative personnel. The session resulted in the verification of the proposed program as well as the development of a general plan for its first year of implementation. This verification and planning was construed as tacit approval for OCE to begin developing a five-year implementation plan which was to be referenced against the Coalition in CPX II.

The second planning exercise brought essentially the same people back to the campus for another afternoon and evening review session. The second CPX was designed, however, to provide a forum for the members of the Coalition to analyze the five-year implementation plan and arrive at a collective judgment as to the feasibility of its implementation. The participants, again working in small groups or teams, analyzed the proposed five-year implementation plan and submitted their findings and recommendations to the total group for a composite feasibility judgment. Through this process a collective judgment was obtained by all those who would ultimately be affected by its implementation that the further development and implementation of the proposed program was both feasible and desirable.